

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Private School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☒ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Laraine Meehan

Official School Name: Our Lady of Mercy Academy

School Mailing Address: 25 Fremont Avenue
Park Ridge, NJ 07656-2036

County: Bergen State School Code Number: 050

Telephone: (201) 391-3838 E-mail: lmeehan@olmacademy.org

Fax: (201) 391-3080 Web URL: olmacademy.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Reverend Kevin Hanbury Superintendent e-mail: hanburke@rcan.org

District Name: Archdiocese of Newark District Phone: (973) 497-4260

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Kipp Yapaola

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 16

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	18	24	42		6	10	25	35
K	13	19	32		7	26	19	45
1	10	22	32		8	25	24	49
2	17	9	26		9	0	0	0
3	16	10	26		10	0	0	0
4	17	16	33		11	0	0	0
5	15	21	36		12	0	0	0
Total in Applying School:								356

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
7 % Asian
2 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
79 % White
8 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2009	400
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 1%

Total number of limited English proficient students in the school: 4

Number of languages represented, not including English: 1

Specify languages:

Korean

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 17%
 Total number of students served: 61

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>37</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>2</u>
Classroom teachers	<u>19</u>	<u>3</u>
Special resource teachers/specialists	<u>5</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support staff	<u>3</u>	<u>5</u>
Total number	<u>28</u>	<u>19</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	98%	96%	96%	96%	96%
Daily teacher attendance	98%	98%	97%	98%	98%
Teacher turnover rate	7%	10%	7%	7%	11%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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Our Lady of Mercy Academy in Park Ridge, New Jersey opened the doors of its first building in 1955. By 1962, the school's remaining two buildings were added to create a facility with twenty-seven classrooms, six offices, a cafeteria, and a gymnasium. The Religious Sisters Fillipini administered and taught classes from its beginning until 1990 when the first lay principal was hired. The current principal has held the position for the past sixteen years. In 1991, Our Lady of Mercy Academy received its first accreditation from The Middle States Commissions on Elementary and Secondary Schools. The school was reaccredited in 2002, and it is currently in a self-study working toward its third reaccreditation.

The students who attend Our Lady of Mercy Academy reside in nineteen Bergen County communities and nine New York towns. Although students demonstrate a wide variety of cognitive abilities, the school's individualized approach to instruction enables it to offer educational programs that meet their needs.

Our Lady of Mercy Academy relies very heavily on the commitment and dedication of the school's parents. They are partners in the education of their children, and they are an essential component of the daily school operation. Without parental support, involvement, and financing, the two playgrounds that the students enjoy never would have been possible. As members of the Home School Association, parents volunteer in the lunchroom; they offer their expertise in the classrooms, and they support the budget with their fundraising.

The Education Foundation which is completely comprised of school parents provides monetary grants to the teachers for enrichment materials not able to be covered in the budget. The Foundation grants include materials to supplement reading, science, language arts, Spanish, Mathletics, geography, and history. The Foundation's purchase of educational software, a camcorder, a laptop, a projector, and a screen for use in the media center allows the Academy to continue offering students rich, educational experiences.

Our Lady of Mercy Academy believes that people serve God by helping others. Parents and the school model this behavior for the students through community outreach efforts. Some of the projects the parents have participated in are the Thanksgiving Food Drive, Band-Aids for Tomorrow's Children, Toys for Tots, Pennies for Patients, Lenten One Can Meal Collection, Personal Care Box Drive, and the Seeing Eye Foundation's Pennies for Puppies.

The faculty of Our Lady of Mercy Academy is dedicated to the children. They challenge their students and help them realize their potential. All faculty have Bachelor degrees and many have advanced degrees. Continuing education is a faculty priority. All participate in the "one hundred hours" New Jersey State requirement for teachers. Beyond being qualified professionals, they are also in ministry for the Church, and that is how they view their role. They are the spiritual leaders of their classrooms responsible for modeling Jesus to their students.

Our Lady of Mercy Academy's extensive curriculum is based on Archdiocesan curriculum guidelines and New Jersey State Core Curriculum Standards. World language begins in kindergarten as an introduction to a foreign language and continues through the eighth grade.

While differentiated instruction is a part of all programs, the school follows a formal differentiated approach to the teaching of reading. Honors and standard classes are offered in mathematics and literature at the seventh and eighth grade levels. *The Scribe*, the Academy's literary magazine, highlights students' writing and art from all the grades. Mathletics offers the teachers a chance to explore more advanced math principles with the students or review important skills with them.

Formal art and music classes are part of the regular curriculum. In addition, the Drama Club's annual production of a popular musical provides a creative outlet for the school's multi-talented students.

As part of their physical education program, students participate in the Elks Club Hoop Shoot, the Knights of Columbus Free Throw Championship, the American Heart Association Jump Rope for Heart, the President's Physical Fitness Challenge, and the upper and lower grade field days.

A twice-monthly student activity period enables the students to select a club of their interest. This year's offerings include Scrapbooking, Stamp and Coin Collection, Student Governing Board, Yearbook, Science Club, Chess Club, Computer Sports, Cooking, Physical Fitness, The Catholic Challenge, This Is Jeopardy, and *The Scribe*.

The school psychologist works with the principal and the special education teachers to ensure student success and to prevent academic failure. Together, they create and oversee the implementation of individual education plans for those students who learn differently.

Our Lady of Mercy Academy implements a well-balanced curriculum to help students grow spiritually, intellectually, emotionally, and socially. The Academy believes that its obligation also involves helping them to form a moral conscience and to love and serve God and their neighbor.

The reception of the Blue Ribbon School Award would be a recognition of Our Lady of Mercy Academy's efforts to establish and maintain an excellent school. The prestige that accompanies the Blue Ribbon Award would also help the Academy continue those efforts.

1. Assessment Results:

Every March, Our Lady of Mercy Academy administers CTB/McGraw Hill's TerraNova standardized test. The Complete Battery form of the TerraNova is administered to students in grades one, two, four, and six. The multiple assessment form is administered in grades three, five, and seven. Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years. In grades two through seven, Our Lady of Mercy Academy administers the In View Test of Cognitive Skills.

The elements of the reading score include basic comprehension, analysis of text, evaluation and extension of meaning, and reading/writing strategies. The mathematics score is comprised of number and number relations, computation and estimation, measurement, geometry, statistics and probability, algebra, problem solving, and reasoning. Analysis of these scores enables the school to address its weaknesses and capitalize on its strengths.

The mean scores in reading and mathematics for all grades during the 2009-2010 school year were above the threshold to rank in the top fifteen percent of schools in the nation. The Academy used the National Percentile (NP) of the Mean Normal Curve Equivalent (MNCE) as reported on the TerraNova Assessment with In View, Part III to determine the levels of student achievements.

An analysis of the reading scores indicates that with one exception (Grade 6--2008/2009) the mean reading scores at all grade levels for each of the past five years have met or exceeded the corresponding current Blue Ribbon cut scores.

Mean mathematics scores for the past five years in grades three and four have been above the 2011 Blue Ribbon cut scores. The 2009/2010 mean mathematics scores in both these grades exceeded the corresponding cut scores by eleven points. The fluctuations in mathematics scores over the past five years for grades five, six, and seven can in part be attributed to the different academic profile of specific cohorts of students as they progress from grade to grade. A pattern of higher academic achievement can be seen when one tracks the scores of the cohort of students who were the grade four group in 2005/2006 as they progress through grades five, six, and seven. The group's mean scores in mathematics fall between seventy-seven and eighty-four. In comparison, the mean mathematics scores of the cohort that follows (grade four--2006/2007, grade five--2007/2008, grade six 2008/2009, grade seven--2009/2010) trend lower, ranging from sixty-three to seventy-two. The scores at each grade level rebound with the next cohort of students.

Over the five years, the Academy's mathematics program has undergone several revisions to address achievement scores. Third and fourth graders have consistently scored well above the eighty-fifth percentile. With the program revisions, the school expects that pattern to continue through eighth grade.

Seventeen percent of the student body receives additional instructional support at Our Lady of Mercy Academy. The school is proud of its national scholastic standing and of those students' personal scholastic achievements.

2. Using Assessment Results:

Toward the end of each school year, the faculty of Our Lady of Mercy Academy meets to analyze student achievement scores for that year. The purpose of the day is to target specific weaknesses in the core areas of mathematics, reading, and language arts and to develop goals to address those needs in the upcoming school year. The teachers are divided into three instructional divisions: early childhood to first grade,

second through fourth grades, and fifth through eighth grades. They use the group objective reports to enable them to delineate clearly the extent of their students' mastery of the concepts tested. This in turn helps them to develop curriculum improvement plans which they will begin to implement in September.

During the first week of school, all teachers are required to read their students' permanent record folders which contain an up-to-date history of the students' standardized testing results and their specific performance on objectives. This information becomes a litmus test for the validity of their curriculum plans, and they adjust those plans accordingly. Also, at the September faculty meeting, the teachers begin to develop Our Lady of Mercy Academy's school-wide Instructional Improvement Plan for submission to the Schools Office of the Archdiocese of Newark.

The Academy considers the TerraNova test results when purchasing a textbook series. The textbook committee reviews the scores of the school's performance objectives to discover the areas in need of improvement. Part of their evaluation of prospective texts is to determine whether or not the publisher adequately deals with those areas.

A thorough knowledge of the school's test results enables the principal to help her faculty become better teachers. She meets with them to discuss setting professional improvement goals that will also improve instruction in the core curriculum areas. Additionally, the principal arranges for instructional workshops that focus on traditional and alternative teaching methods to target areas of concern.

The Archdiocese of Newark has provided training in the analysis of standardized testing for all its schools. Last year, Our Lady of Mercy Academy dedicated two professional days and four one-hour workshops to expand this topic. During that time, the school's trainer educated the full faculty on how to interpret and apply the information found in the various TerraNova reports. This data assessment training will assist Our Lady of Mercy Academy in achieving its goal to develop curricula that meets the academic needs of all its students.

3. Communicating Assessment Results:

Once Our Lady of Mercy Academy receives its testing results, one copy of all the materials with the exception of the Home Report goes into a master book which is kept in the school psychologist's office for easy reference. The second copy of the results is broken down into separate class files and distributed to each classroom teacher. It is the classroom teachers' obligation to meet with the resource teachers and review the results of the students with whom they work. The teachers bring these classroom folders to a faculty meeting where individual student performance and school-wide results are discussed. This is in preparation for the curriculum planning session held on the last day of school.

The principal prepares an official report for the School Advisory Board, and she presents it at the Board's May meeting. This report becomes the basis for an information packet used with prospective parents during the Academy's Catholic Schools Week open houses. The principal also summarizes the Board Report and presents it in May to the Home School Association. The individual Home Reports are placed in sealed envelopes and are available for pick-up by a parent or guardian at the May Home School Association meeting. General information regarding school testing results is disseminated to the local community via parish bulletins, school website, and the principal's e-mail newsletter—"Principal Points."

Our Lady of Mercy Academy is committed to keeping communication lines between home and school open and on-going. The Academy informs parents of their student's progress several times throughout the year. A mandatory parent-teacher conference is held at the midpoint of the first trimester. Scheduled parent-teacher conferences occur at the end of each trimester after report cards are distributed. In addition, teachers and parents may request conferences whenever they feel such a meeting is needed. Teachers also communicate with parents through their school e-mail. These vehicles for parent-teacher communication keep the parents informed and the students focused and on task.

4. Sharing Lessons Learned:

Our Lady of Mercy Academy understands the value of having teachers interact with colleagues as a way to generate conversation regarding teaching strategies, techniques, and effective classroom management. Internally, teachers share best practices among themselves at their monthly building meetings. Externally, teachers attend outside workshops where they meet other teachers in their fields. They discuss the content of specific areas, and they share successful instructional strategies.

The Archdiocese of Newark offers many opportunities for teachers to collaborate with peers and enhance their own professional growth. The Academy takes full advantage of these opportunities. In addition, shared Deanery Professional Days allow teachers from a specific geographic area to meet with their colleagues and exchange ideas.

Administrators also attend seminars offered by the Archdiocese of Newark. These sessions allow the principal to meet with fellow professionals and share ideas on a multitude of educational topics. The implementation of current practices and strategies is always a focal point of these discussions.

By combining and sharing some of its federal Title monies with the local public school district, Our Lady of Mercy Academy has participated in two full-year programs that emphasized student improvement in the areas of literacy and mathematics. The Academy hosted the literacy seminars, and one of the public elementary schools hosted the mathematics workshops.

Instructors from Columbia University presented demonstration lessons which used effective teaching techniques as a part of both programs. The last segment of each session was a round table discussion between the instructors and the teachers on the techniques.

Recognition of student achievements and awards are publicized in the Parish bulletins, the local community newspaper, and are included on the school website. Over the years, our students have won medals and plaques in academic competitions, U.S. Savings Bonds for writing contests, and numerous trophies for sports. Some specific citations include the New Jersey State Bar Foundation's Law Adventure Award, two county and one state American Legion Essay contest winners, many winners of the annual Elks Club essay contest, two National Young Writer's Award recipients, and several trophies for math, science, technology, literature, language arts, social studies, and religion from St. Joseph Regional High School's Annual Scholastic Olympics.

Student and school successes are shared with the general public when student speakers address the community at Parish Masses on the Sunday of Catholic Schools Week. Visitors are invited to open houses, where they may sit-in on classes and observe instruction. During Catholic Schools Week, school parents, acting as tour guides, share the school's philosophy and academic program with interested visitors. Examples of student work fill the classrooms and halls. These displays give the parents of religious education students the opportunity to view and appreciate the depth of instruction Our Lady of Mercy Academy's students receive.

Sharing instructional strategies and best practices allow Our Lady of Mercy Academy teachers to continue to grow professionally. It is also an effective way to advertise the school.

1. Curriculum:

At Our Lady of Mercy Academy religion is essential to the full curriculum. The Academy's mission is to give witness to the Catholic faith, affirm Christian Values, and foster a love of learning. Along with morning and afternoon prayer, students participate in monthly liturgies and para-liturgies. Younger students are guided in the practice of their faith by students from the upper grades. Each year pre-kindergarten through eighth grade classes sponsor monthly service projects which reach out to the poor, the homeless, the handicapped, and the terminally ill.

Reading instruction begins in pre-kindergarten with an introduction to letters and their sounds. It continues in kindergarten with an emphasis on both the recognition of sight words and phonemic awareness for reading fluency. The first through fifth grades study reading as a skill. Beginning in sixth grade, students are introduced to the appreciation of quality literature. Texts and literature anthologies form the anchor for these programs.

From pre-school through sixth grade, the mathematics curriculum provides a strong foundation in number awareness, operations and application. Teachers emphasize computation, number relationships, probability and statistics, geometry, measurement, and problem solving. Seventh graders take pre-algebra in either an honors or a standard program. Similarly, eighth graders study algebra in an honors or a standard format.

Developing strong verbal and written communication skills is the goal of the language arts curriculum. A developmental writing program with a weekly writing lab in every grade helps accomplish this goal. Students practice different forms of writing while studying the structure of the English language.

Teachers also stress oral communication as a valuable asset for future success. Students engage in individual and group presentations. The schools' two portable audio systems enable students to learn how to present when using a microphone.

The Scientific Method is the basis of the science curriculum. Students demonstrate their knowledge of the Scientific Method when they present their team projects at the school's annual Science Expo. Students participate in a weekly science lab from grades two through eight. Virtual dissection is an integral part of the upper grade science program, and eighth grade students incorporate algebra into the study of chemistry and physics.

The key concepts of the social studies curriculum are geography, history, economics, civics, law, cultures and religions. The lower grades begin with a thorough study of the social community. The study of New Jersey and other regions of the United States make up the core content of the fourth grade and fifth grade. Knowledge of ancient civilizations is the cornerstone of the sixth grade. The history of the United States comprises the seventh and eighth grade curricula. The program's ultimate goal is to create an informed, involved citizenry.

Our Lady of Mercy Academy's art curriculum is designed to increase students' appreciation of art forms, provide outlets for their creativity, and improve their technical skills. Primary students are introduced to specific terms, concepts, and tactile experiences. Intermediate students study the basic principles of art. Upper grade art stresses critical thinking and problem solving skills. Seventh and eighth graders work on projects that require creative thinking. They apply their knowledge of art principles and techniques in the execution of assignments. The annual Spring Art Show culminates art instruction at Our Lady of Mercy Academy.

Three-year olds through eighth graders receive weekly music instruction. Using the Kindermusic Program through grade two establishes an understanding of the basic elements of melody, rhythm, harmony, and dynamics. The introduction of music theory and composition enables students in grades three through six to become acquainted with a wide variety of styles and works. Classical music and famous composers are introduced to seventh and eighth graders to help them develop a taste for good music. The school highlights student talent at the Christmas and Spring Concerts, and the school's vocal and bell choirs enhance liturgies, the May Crowning, and the Baccalaureate Mass.

Students receive physical education training twice weekly from grades one through eight and once a week in pre-kindergarten and kindergarten. The program helps students to improve their levels of physical fitness while developing knowledge of various sports and relative proficiency in each. Throughout the curriculum, emphasis is placed on fair play, good sportsmanship, and a healthy competitive spirit.

Life Skills is the focus of the health education program for grades one through six. This program helps students to understand human sexuality, build friendly relationships, gain self-confidence, establish good hygiene practices, and deal with peer pressure, bullying, and unfamiliar people and situations. In addition to the health text, the program relies upon class discussions, videos, group learning activities, games, and projects for instruction.

Our Lady of Mercy Academy teaches Spanish from kindergarten through grade eight. A video-based program developed by The University of Western Arizona is presented twice a week through grade four. From grades five through eight, students receive traditional classroom instruction---three times a week for fifth and sixth grades, four times a week for seventh grade and every day for eighth grade. Our Lady of Mercy Academy is in compliance with the program's foreign language requirements.

2. Reading/English:

Our Lady of Mercy Academy believes that all students regardless of their abilities and learning styles must be given the opportunity to learn how to read, comprehend, and analyze the written word. For the past twelve years, the school has employed a differentiated approach to reading instruction.

In pre-kindergarten and kindergarten, every child is provided individual attention and instruction during "Teacher and Me" time. These personalized lessons enable the teacher to assess each student's progress and formulate an individual learning plan that appeals to his/her preferred method of learning. The program also utilizes small and large group instruction, reading and writing centers, word games, take home letter and word rings, and other reading manipulatives. Technology allows the teacher to engage the student in a multi-sensory experience of language. The Guest Reader Program encourages the younger students to become strong readers when once a week, they listen to their parents or upper grade students reading them a story.

Reading instruction with a separate phonics component in grades one through four is further differentiated with the presence of three reading teachers at each grade level. Initially, students are evaluated and placed in Beyond Reading Level, On Reading Level, or Approaching Reading Level groups. The students are re-evaluated on an ongoing basis and movement in and out of the groups is fluid. Along with the texts and workbooks, the teachers use a variety of materials that include the Smart Boards, lap boards, flash cards, flip charts, word walls, chapter books, educational software, and other subject-related materials.

The fifth grade reading program is meant to bridge the distance between skill acquisition and literature appreciation. Over the year, the teachers transition the students into an understanding of basic literary terms and devices to prepare them for the sixth, seventh and eighth grade courses.

The sixth grade students receive an introduction to literature during the first semester. For the second semester, they either continue in the introduction course or they enter the enrichment literature class. Seventh and eighth graders study literature in either an honors or standard program. The goal of both programs is to produce life-long lovers of reading.

All schools have an obligation to discover the best way to educate every one of its students. Our Lady of Mercy Academy meets this obligation because its administration and faculty embrace individual differences and teach to them.

3. Mathematics:

Number knowledge is an essential life skill that is acquired through observation, exploration, and practice. Our Lady of Mercy Academy's pre-kindergarten students begin their exploration through the use of hands-on materials and activities. Number recognition is introduced in the classroom math centers which focus on sorting and counting, patterning, identifying geometric shapes, and adding and subtracting. Through games, young children begin to develop a number sense.

Our Lady of Mercy Academy's formal mathematics curriculum begins in kindergarten with the school's mathematics series. To supplement the text, the teacher creates opportunities for students to increase their understanding of math-related concepts through the use of manipulatives, number lines, the calendar, graphs, reinforcement software, and calculators. Language is incorporated into the math program when the students build number sentences which lead to solving word problems.

From grades one through six, knowledge of foundational mathematics continues to develop at increasingly difficult levels. Along with the text, classroom teachers use computer activities, team projects, and math journaling to complement their instruction.

Instruction is differentiated through the fourth grade with the creation of a weekly, one hour Mathletics period. The purpose of this class, which is taught by three teachers at each grade level, is to enrich, reinforce, or remediate the math concepts covered that week. In addition, simultaneous scheduling gives the two classroom teachers at each level the opportunity to explain or re-teach math concepts.

Our Lady of Mercy Academy further addresses individual learning styles by assigning a special education teacher to one math section at every level through eighth grade. This teacher collaborates with the classroom teacher and works with students in small groups. The support teacher is also assigned to assist in the standard pre-algebra and algebra programs of the seventh and eighth grades.

Other activities and events that reinforce the value Our Lady of Mercy Academy places on the importance of mathematics are the establishment of the Math and Science Horizons (M.A.S.H.) enrichment program, the Grade Four Multiplication Challenge, the Math Blaster Competition, and the all-school annual participation in the St. Jude's Hospital Math-a-thon.

Our Lady of Mercy Academy prides itself on maintaining a strong mathematics curriculum. It is part of the reason why ninety-nine percent of its graduates are accepted into the high schools of their choice.

4. Additional Curriculum Area:

Our Lady of Mercy Academy's media center offers an environment where technology is incorporated into the entire learning experience. The curriculum is designed to help students achieve their education goals while providing them with the skills and knowledge required by using technology in a safe, ethical, and effective way.

Formal instruction in technology begins in pre-kindergarten with the use of age-appropriate programs. Keyboarding starts in grade one and continues as part of the curriculum through grade five. Beginning in grade two, students are trained in the use of Microsoft Word, Power Point, and Excel. From grade three through grade eight, students learn how to use a student network and apply appropriate software to their individual class projects.

Each year, teachers in specific academic disciplines work with the two media specialists to help their students apply the use of technology to a teacher assigned project. Through this collaborative program, students are taught to use a variety of online and print resources to gather information. In addition, students learn the nuances of internet navigation and website evaluation. Students in seventh grade produce a Memory Book for the kindergarten class. Fourth graders use the color printer and Microsoft Office to produce travel brochures. Outside of the media center, teachers use the Smart Boards to enhance instruction and learning.

The school's acquisition of 30 student laptops on a power cart along with plant-wide wireless connection will positively impact instruction across the board. Students in the eighth grade will be able to meet the 2500 word research paper requirement without leaving their classrooms.

Our Lady of Mercy Academy recognizes that technology is a permanent fixture in the educational landscape. Continued use and application across the curricula will ensure that the school lives up to its motto of "Educating Today's Child for Tomorrow's World."

5. Instructional Methods:

Our Lady of Mercy Academy follows the curricula established by the school office of the Archdiocese of Newark. In order to meet the diverse needs of all students, the teachers have received training in individualizing instruction. This instruction applies to students who have learning or cultural differences as well as to students who are gifted and talented. A creative use of personnel combined with technology and a variety of software programs, teaching techniques, and alternative assessment helps the teachers to individualize lessons so all students can reach their potential and be successful learners.

A recent Deanery Professional Day sponsored by Our Lady of Mercy Academy entitled, "One Size Does Not Fit All: Strategies for Alternative Assessment" focused on how to initiate differentiated instruction in the classroom. The Academy has implemented this philosophy based on the premise that teachers must adapt instruction to student differences and learning styles. Further, strategies for differentiating instruction and planning for diverse curriculum goals are discussed by the Instruction Division Coordinators at their building meetings. Individualized accommodation plans are also developed for some students.

Our Lady of Mercy Academy employs three full-time learning disability teachers to enable classroom teachers to adapt instruction for diverse learners. These specialists implement an in-class support/collaborative teaching program, and they assist with alternative assessment, modification of testing, and development of teaching strategies that appeal to the students' multiple intelligences. The school psychologist also provides consultation for teachers and parents.

Numerous materials and resources are available not only to the students who learn differently but also to gifted learners. In addition to the media center, the Academy operates two student resource rooms and one teacher resource supply center. The technology coordinator provides consultation with teachers and helps them integrate technology in their classrooms.

Our Lady of Mercy Academy offers a voluntary extended school day which includes para-professional and peer assistance with homework, an after-school enrichment program, and a performing arts program. Recent musical productions have been *Guys and Dolls*, *Joseph and the Amazing Technicolor Dreamcoat*, *Oklahoma*, and *The Wizard of Oz*. Math and Science Horizons (M.A.S.H.), Robotics, Sewing for the Beginner, Costume Design, Multiplication Madness, Reading Is Fun, Tiny Chefs, and Holiday Arts and Crafts are some of the enrichment programs the Academy has offered.

Through the implementation of policies and programs that address learning diversity, Our Lady of Mercy Academy provides a supportive, nurturing, educational environment that meets the needs of all its students.

6. Professional Development:

Our Lady of Mercy Academy places high priority on the development, implementation, and evaluation of a comprehensive system of professional development. Utilizing a combination of parish, state, and federal funds, the school collaborates with local university professionals, educational specialists, and qualified staff to conduct workshops and seminars. The types of programs the school develops are based on faculty needs assessments and reviews of best practices in education.

In the Spring of 2010, the Academy began a collaborative arrangement with the Center for Dyslexia Studies at Fairleigh Dickinson University. The purpose of the two-day, on-site seminar was to train teachers in alternative reading strategies including the Orton Gillingham approach for use in their regular classrooms. Teachers have also received in-service training by an expert, outside consultant on the in-class support model which involves regular education teachers co-teaching and collaborating with the school's resource teachers.

Our Lady of Mercy Academy is committed to academic excellence in all areas. Allocations for professional development are included in the school budget. Curriculum coordinators meet with the teachers in their discipline regularly to discuss the value and implementation of teaching strategies such as peer editing, cooperative learning, role playing, hands-on experimentation, and subject rubrics.

Members of the Academy's qualified staff have been instrumental in providing on-site workshops to address student growth and learning. The mathematics coordinator has conducted several in-services on the scope and sequence of the mathematics curriculum in order to ensure a thorough articulation of skills. One of the school's master language arts instructors presented a six-part seminar on developmental writing throughout the grades. This year an outside educational curriculum specialist will conduct an in-depth assessment of the middle-school reading/language arts curriculum. The outcome of this project will be recommendations to the principal for program advancement through the formulation of a professional development plan.

Student quality of life is often the focus of the school's yearly theme which is set each September. For two years, Our Lady of Mercy Academy concentrated on raising students' and teachers' awareness of the negative consequences of bullying. The school's Education Foundation financed an outside acting troupe who performed a one-act anti-bullying play for the student body. Random Acts of Kindness were noted and recorded. Each morning a student announced the anti-bullying "Slogan of the Week" over the public address system. To help teachers deter bullying, the school psychologist conducted a workshop entitled, "Strategies to Prevent In-School Bullying."

Our Lady of Mercy Academy believes that optimum student learning can only occur when the student feels physically and emotionally secure. The administration and faculty strive to create an environment whereby students always feel confident and ready to learn.

7. School Leadership:

As a co-sponsored school within the Archdiocese of Newark, Our Lady of Mercy Academy is supported by two parishes. The Pastors of those parishes serve as Administrative Officers of the Academy with the host Pastor assuming the duties of the Pastoral Administrator. Along with the principal, he is responsible for the school's routine administration. He delegates the running of the instructional program to the principal who keeps him informed of school matters at weekly staff meetings and more frequently when needed.

The Pastor is also the official head of Our Lady of Mercy's School Advisory Board. He and the principal receive guidance and recommendations from the Board which shares the responsibility for managing the school. The Board's specific functions are to recommend policy, review the teacher's salary scale, approve the annual budget, and act as a resource in identifying needs.

The principal's participatory management philosophy includes a means for teachers to give input into the administrative decision-making process. Monthly faculty meetings are a main forum for offering this input. Teacher's concerns, suggestions, and solutions are presented and discussed in an effort to reach consensus on topics. In addition, the faculty is involved in evaluating and selecting textbooks, developing new programs, and establishing discipline policies.

Instructional Coordinators for the early childhood, intermediate, and middle school divisions supervise teachers to ensure consistency of instruction across grade levels. Their monthly building meetings allow faculty to exchange ideas regarding student learning differences, program improvement, and the application of current educational literature and practices. These meetings provide a venue for disseminating information to assist in the smooth running of the school.

Our Lady of Mercy Academy believes that education is a partnership between the home and the school. The ASAP meetings are a manifestation of that belief. ASAP stands for "Acknowledging School and Parents." Held approximately every six weeks, ASAP is a unique, informal exchange of suggestions and ideas along with brainstorming of solutions among parents, the school psychologist, an instructional coordinator, and the principal. Among the topics discussed are curriculum, methods of instruction to differentiate and improve learning, school policy questions, and quality of student life issues. Some of ASAP's accomplishments include the institution of the lower grade Spanish program, the evolution of the collaborative teaching approach, the placement of a middle school test schedule board in the faculty room, and the formulation of guidelines for student outside reading reports.

The involvement, efforts, and cooperation among the pastors, principal, advisory board members, coordinators, and parents combine to continue to improve student achievement at Our Lady of Mercy Academy.

PART VI - PRIVATE SCHOOL ADDENDUM

11PV180

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3925</u>	<u>\$3925</u>	<u>\$3925</u>	<u>\$3925</u>	<u>\$3925</u>	<u>\$3925</u>
K	1st	2nd	3rd	4th	5th
<u>\$3925</u>	<u>\$3925</u>	<u>\$3925</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$6102

5. What is the average financial aid per student? \$2500

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
2%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 5%

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: TerraNova

Edition/Publication Year: Third
Edition/2008

Publisher: CTB/McGraw
Hill

Scores reported as:
Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	77	87	79	73
Number of students tested	34	30	27	31	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. 0					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

11PV180

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB/McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	77	76	74	65
Number of students tested	34	30	27	31	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. 0					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Beginning with the March 2009 testing program the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

11PV180

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB/McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	77	81	72	84
Number of students tested	28	28	31	30	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. 0					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

11PV180

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB/McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	74	81	70	86
Number of students tested	28	28	31	30	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. 0					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

11PV180

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB/McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	79	67	83	69
Number of students tested	31	35	31	40	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. 0					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

11PV180

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB/McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	75	70	86	77
Number of students tested	31	35	31	40	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. 0					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

11PV180

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB/McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	63	77	66	66
Number of students tested	41	37	28	33	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. 0					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Beginning with the March 2009 testing program, the schools in the archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

11PV180

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB/Mc Grew

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	68	80	71	73
Number of students tested	41	37	28	33	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. 0					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Beginning with the March 2009 testing, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

11PV180

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB/McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	81	67	76	70
Number of students tested	42	50	38	25	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. 0					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

11PV180

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova

Edition/Publication Year: Third

Publisher: CTB/McGraw

Scores reported as:

Edition/2008

Hill

Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	87	73	75	72
Number of students tested	42	50	38	25	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Average Score	0	0			
Number of students tested					
3. Hispanic or Latino Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. 0					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Beginning with the March 2009 testing program, the schools in the Archdiocese of Newark began using TerraNova, Third Edition. TerraNova, Second Edition was administered in the preceding years.					

11PV180